

Reading - Informational Text (RI)

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

Teachers should continue to address earlier standards as they apply to more complex text.

Students are expected to build upon and continue applying concepts learned previously.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
<i>1.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Recognize the distinguishing features of a sentence.			
<i>1.2 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.			
<i>1.3 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Understand that words are separated by spaces in print.			
<i>1.4 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.			

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

<i>2.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.			
<i>2.2 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.			
<i>2.3 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.			
<i>2.4 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.			
<i>2.5 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.			

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

<i>3.1 Students are expected to build upon and continue applying previous learning.</i> Grade 4 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.			
--	--	--	--

3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words.
3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.
3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs.
3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words.
3.6 Students are expected to build upon and continue applying previous learning. Grade 3 Read grade-appropriate irregularly spelled words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.	5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.
5.2 Students are expected to build upon and continue applying previous learning. Grade 2 Make predictions before and during reading; confirm or modify thinking.			

Standard 6: Summarize key details and ideas to support analysis of central ideas.

6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.	6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.
--	--	--	--

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Explain how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.	7.1 Explain how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.	7.1 Analyze how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.	7.1 Evaluate the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.
--	--	--	---

Language, Craft, and Structure (LCS)

Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
8.1 Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.	8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.	8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text.	8.1 Determine the figurative, connotative, or technical meanings of words and phrases; compare and contrast how authors use and refine words or phrases.
8.2 Determine how an author uses text features and structures to shape meaning and tone.	8.2 Explain how the author's meaning and tone are developed and refined by text features and structures.	8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.	8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.

Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

9.1 Use context clues to determine meanings of words and phrases.	9.1 Use context clues to determine meanings of words and phrases.	9.1 Use context clues to determine meanings of words and phrases.	9.1 Use context clues to determine meanings of words and phrases.
9.2 Students are expected to build upon and continue applying previous learning. <i>Grade 6 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes.</i>			
9.3 Students are expected to build upon and continue applying previous learning. <i>Grade 2 Use a base word to determine the meaning of an unknown word with the same base.</i>			

9.4 Students are expected to build upon and continue applying previous learning.

Grade 4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.

9.5 Students are expected to build upon and continue applying previous learning.

Grade 5 Acquire and use general academic and domain specific words or phrases that signal contrast, addition, and logical relationships; demonstrate and understanding of nuances and jargon.

Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.

10.1 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	10.1 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	10.1 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	10.1 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
---	---	--	--

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

11.1 Explain how the author's ideas or claims are supported through the use of text features and structures.	11.1 Analyze in detail how the author's ideas or claims are supported through the use of text features and structures.	11.1 Evaluate the effectiveness of the author's use of text features and structures to support a claim.	11.1 Compare and contrast the effectiveness of authors' uses of text features and structures to support similar claims.
11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.	11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.

Range and Complexity (RC)

Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.
12.2 Read independently for a sustained period of time.	12.2 Read independently for a sustained period of time.	12.2 Read independently for a sustained period of time.	12.2 Read independently for a sustained period of time.
12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.